

## **AGENDA ITEM VII A**

### **UPDATES ON TEACHER EDUCATION INITIATIVES**

#### **REPORT OF REGENT FRANCES HENRY ON ACTIVITIES OF THE BLUE RIBBON COMMISSION**

The Blue Ribbon Commission on Teacher Quality met on February 8 and March 8 to begin to develop recommendations pertaining to the recruitment, preparation, and retention of high quality principals and the professional development of educators. During the February meeting, members thoroughly examined recommendations that were presented during the previous month by members of the Educational Leadership Consortium. In addition, revisions made by the Professional Development Consortium were presented to Commission members. Based upon input from Commission members during the February meeting, specific action statements were developed and Commissions members further refined the action statements during the March meeting. In addition, they identified additional information to be brought before the Commission members at the April meeting.

Frances Henry, Carol Whelan, and Jeanne Burns each made separate presentations to teams composed of university faculty and school personnel at the first annual Professional Development School Institute held at the University of Louisiana – Lafayette. Frances Henry was the key speaker during the luncheon that was held on February 16. Carol Whelan made a formal presentation about using the Blue Ribbon Commission and Professional Development School Blackboards to gather and disseminate information. Jeanne Burns made a formal presentation on state funding sources available to support the development and implementation of professional development schools.

Frances Henry, Glenny Lee Buquet, Jeanne Burns, and Carol Whelan made a joint formal presentation at the Louisiana School Board Association's Annual Conference on March 9, 2001. School board members were encouraged to become actively involved in the PK-16+ Councils within their regions and support local efforts to improve teacher quality.

The Blue Ribbon Commission Planning Committee also met on two occasions to development plans for future meetings.

## **AGENDA ITEM VII B**

### **UPDATES ON TEACHER EDUCATION INITIATIVES**

#### **STAFF REPORT**

##### **1. Calculation of Performance Scores for Report Cards**

A recommendation was made to the Board of Regents on January 25, 2001 that a Teacher Preparation Performance Score be calculated for all universities as part of a new Teacher Preparation Accountability System. At the time of the recommendation, it was anticipated that the State would receive official reports from the Educational Testing Service (ETS) by February 14, 2001 which would include institutional passage rates for the PRAXIS examinations. It was anticipated that the State would have six weeks to use these scores to finalize the development of a valid and reliable formula to calculate Teacher Preparation Performance Scores. It was initially recommended that universities be labeled as Satisfactory or Below Satisfactory this year based upon the performance scores and that universities be labeled as Exemplary, Quality, Satisfactory, At-Risk, and Low Performing next year. It was initially recommended that these labels and scores be reported on institutional report cards to be disseminated during the beginning of April each year.

Due to the fact that as of March 12, 2001 the State has not yet received the official reports from the Educational Testing Services pertaining to institutional passage rates, sufficient time is no longer available to develop a valid and reliable formula for the Teacher Preparation Accountability System. Staff recommends that a valid and reliable formula be developed during the months of April and May and that institutions be labeled as Exemplary, Quality, Satisfactory, At-Risk, and Low Performing during April 2002.

Staff also recommends that institutional report cards be disseminated to the public during April 2001 to meet all federal requirements for the Higher Education Act. The institutional report cards should include all data required by the U.S. Department of Education and all data pertaining to passages rates on the PRAXIS once ETS provides the final results. It is recommended that universities have their PK-16+ Councils and PK-16+ Redesign Teams use this information as they redesign and improve their teacher preparation programs during 2000-2001.

##### **2. Pilot Practitioner Teacher Programs**

A new Practitioner Teacher Program has been approved by the Board of Elementary and Secondary Education. Several universities have expressed an interest in developing and implementing new Practitioner Teacher Programs by Summer 2001.

Staff will formulate a grant process for public universities to apply for CITAL funds to support the implementation of pilot Practitioner Teacher Programs. Universities that receive approval to offer pilot programs should use 2001-2002 to implement their pilots. These universities should then follow the

same procedures as other universities to have their redesigned curriculum approved by the Board of Regents for implementation during 2002-2003.